

# Experience: Student Created Inner Voice Rubric (Fall 2010)

Experience type: Immersion

## Planning this Learning Experience: Outcomes and Scaffolding

*This is a reminder of the outcomes and resources you generated when you were brainstorming and selecting learning experiences.*

<b>Title:</b> Student Created Inner Voice Rubric	
<b>Content/Concept Outcomes:</b> Metacognition Strategies: <ol style="list-style-type: none"> <li>1. ACITVE- aks questions, make connections, infere, track down important information, visualize, eureka.</li> <li>2. Clarifying</li> <li>3. Evaluating</li> <li>4. predicting</li> <li>5. prior knowledge</li> <li>6. purpose setting</li> <li>7. responding emotionally</li> <li>8. retelling or summarizing</li> </ol> <b>Skill Outcomes:</b> Evaluate and synthesize student work from years' past to identify what is the accomplished level of meeting the target (Criteria for success).  Students categorized student work into examples and non-examples.  Identify elements of metacognition that makes-up criteria and indicators on the rubric.  Craft the language of the rubric.  Assessed examples of inner vioces using the rubric.  Self -assessed using the rubric.	<b>Resources:</b> Kagan  Chris Tovani "I read it but I don't get it"  Elen Keene "Mosaic of thought"  Article "Having students create rubrics"

**Brief Narrative describing the learning experience and its purpose** Students will use examples and non examples of past year's student work so that they can see what an accomplished

*Which standards will you address in this learning experience? How will you deconstruct the standards into Learning Targets that use specific student friendly language? What assessment methods will determine whether students have achieved them?*

Academic Outcomes: Content, Concepts, Skills and Processes of the Academic Discipline(s)		
<b>Standards:</b> <b>Standard 2:</b> Reading for All Purposes	<b>Learning Targets:</b> <b>LTLT 1:</b> I can be metacognitive (thinking about my own	<b>Possible Assessment Methods:</b>

<p><b>1. Understanding the meaning within different types of literature depends on properly analyzing literary components</b></p> <p>1a. Use different kinds of questions to clarify and extend comprehension</p> <p>1e. Draw a conclusion from text and provide details to support the answer</p> <p><b>Standard 4:</b> Research and Reasoning</p> <p><b>3. Monitoring the thinking of self and others is a disciplined way to maintain awareness</b></p> <p>3a. Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision</p> <p>3b. Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (intellectual autonomy)</p>	<p>thinking) while using the reading comprehension strategies.</p> <p>This means, I notice when text doesn't make sense and use an appropriate fix up strategy.</p>	<p>Student created rubric</p>
Literacy Outcomes: Reading, Writing, Listening and Speaking		
<b>Standards:</b>	<b>Learning Targets:</b>	<b>Possible Assessment Methods:</b>
Craftsmanship of a Medium Outcomes: Arts & Technology		

<b>Standards:</b>	<b>Learning Targets:</b>	<b>Possible Assessment Methods:</b>
Character Outcomes: Social Skills and Character Traits		
<b>Standards:</b>	<b>Learning Targets:</b>	<b>Possible Assessment Methods:</b>

*List the major steps of this experience with only enough detail to help in future lesson planning. Think of this phase as the outline of the experience.*

**Scaffold the Learning Experience to show the sequence of major steps**

1. Pre-assessment on Metacognition terms that would make up the language of the rubric.
2. Direct instruction on Metacognitive Terms.
3. Practice terms using the Kagan structure "Show Down"
4. Post test on terms
5. Looked at inner voice student work from years' past.
6. Practiced inner voice daily after Sustained Silent Reading.
7. Summative Assessments on inner voice, and recording stars (what they are doing well) and stairs (what they need to change to make it to the next level of progress).
8. Take student examples and categorized examples and non examples.
9. Lifted common elements off of the "examples" of student inner voice to determine the criteria and indicators for the rubric.
10. Drafted language of each indicator.
11. Teacher compiled student drafts into one rubric.
12. Students gave feedback on the rubric
13. Final rubric used to score by teachers and for students to student feedback and to self assess.  
This is now an ongoing piece used in the classroom.